



The American Revolution

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Name: _____ Section: _____

American Revolution Vocabulary

1. French and Indian War
2. Treaty of Paris (1763)
3. Sugar Act
4. Stamp Act
5. Petition
6. Boycott
7. Repeal
8. Townshend Act
9. Boston Massacre
10. Committee of Correspondence
11. Tea Act
12. Boston Tea Party
13. Intolerable Acts
14. First Continental Congress
15. Militia
16. Minuteman
17. Battles of Lexington and Concord
18. Olive Branch Petition
19. Continental Army
20. Patriot
21. Loyalist
22. Blockade
23. Mercenary
24. *Common Sense*
25. Declaration of Independence
26. Preamble
27. Natural Rights
28. Ally
29. Battle of Trenton
30. Hessians
31. Battle of Saratoga
32. Valley Forge
33. Battle of Yorktown
34. Treaty of Paris (1783)
35. Ratify

NOTES

Background to the American Revolution

The French and Indian War

A. Background of the War

1. England and France were competing with each other for:
 - a. _____ (land)
 - b. _____ (Money)
 - c. _____
2. This rivalry between France & England led to war in both _____ and the _____.
3. The war between England and France in the Americas is known as the _____
 - a. The war pitted the British, their _____, and Native American _____ against the _____ and their Native American allies

B. The War

1. The French and Indian War lasted for _____ years (_____ - _____).
2. The war was fought because English settlers were moving into the _____ which was claimed by _____.
3. Even with British help the colonies would need to work together to defeat the French.
 - a. Benjamin Franklin's "_____"
4. The first shots of the war were fired by soldiers commanded by a young, _____ year old British officer named _____.
5. The war was ended by the _____, 1763.
 - a. The Treaty of Paris 1763 forced France to surrender _____ and all land east of the _____ to England

C. Effects of the French and Indian War

1. Due to the war, Great Britain's national debt nearly _____.
 - a. England wanted the colonies to _____.
 - b. England's Parliament passed a series of _____ to raise money from the colonies
 1. _____ :
 2. _____ :
 3. _____ :
 4. _____ :

- c. Colonists _____ the taxes
1. Colonists felt that because they could not elect _____ to England's Parliament, Parliament _____
 2. Groups like the _____ and _____ organized colonial protests.
 - a. Signed _____
 - b. Organized _____
 - c. _____
 - d. _____
 - e. _____
 3. In response to the Boston Tea Party and other protests, England passed a new series of taxes that the colonists called the _____.
 - a. The Intolerable Acts:
 - i. _____
 - ii. _____
 - iii. _____
 - iv. _____
 4. The Other colonies support Boston
 - a. September of 1774, colonial leaders called a meeting in _____
 - b. Delegates from _____ of the _____ colonies meet to decide what to do about the situation in Massachusetts.
 - c. Decided on two courses of action:
 - i. _____

 - ii. _____
 5. In Massachusetts, colonists already prepared to resist.
 - a. Sons of Liberty _____ in the town of _____ about 18 miles northwest of Boston.
 - b. Before dawn on April 18th, 1775 the British sent _____ troops to seize the stockpile weapons and arrest members of the _____.

- i. _____ and others rode ahead to warn that the British were on their way.
- c. The British skirmished with minutemen at the town of _____ on the way to Concord.
- d. When the British reached Concord the weapons had been _____.
- e. _____ shot at the British from behind trees and walls as they marched back to Boston
 - i. _____ were killed and over _____ were wounded or missing.
- f. These shots became known as “_____” and mark the beginning of the American Revolution

The American Revolution

The War Begins

- A. News about the events of Lexington and Concord spread
1. _____ members from all over the colonies surrounded the British and trapped them in _____.
 2. A _____ was called to decide what to do.
 - a. 2nd Continental Congress accomplished 2 things:
 - i. Sent the _____ to King George III professing their _____ of the colonies
 - ii. Created the _____
 1. This _____ and placed them under the command of one person
 2. _____ was _____ selected to lead the Continental Army
- B. In the early days of the war many colonists were _____ about which side to support.
1. Roughly _____ of colonists were patriots and supported fighting for independence.
 2. Roughly _____ of colonists were loyalists and wanted to remain loyal to England.
 3. Roughly _____ of colonists were undecided about which side they should support.
- C. Advantages of Each Army
1. The British Army
 - a. _____
 - b. _____
 - c. _____
 2. The Continental Army
 - a. _____
 - b. _____
 - c. _____

d. _____

Key Battles/Events of the War

A. Many key events took place throughout the course of the war. Key events are ones that are crucial in deciding the war's outcome. Several key battles and events are located below.

1. Fort

- i. Ft. Ticonderoga was a British fort located on the New York side of _____
- ii. Ticonderoga had many _____ that were used to control trade on the lake
- iii. Vermont blacksmith _____ lead a group of militia known as the _____ on an attack to seize the fort and its cannons.
 1. Ft. Ticonderoga was captured _____ ever firing a shot.
 2. Its cannons were captured and sent to _____.

2. Battle of

- i. After Lexington & Concord, militia from all over the colonies surrounded the British and _____.
- ii. Colonial militia took control of _____ located across the river from Boston
 1. From Bunker and Breeds Hills the colonists could fire on _____ in Boston Harbor.
- iii. British General William Howe ordered his men to capture Bunker and Breeds hills from the colonists.
 1. Howe's men charged up Bunker hill _____ times before they captured it
 2. The British lost over _____ soldiers while the colonists lost only about _____.
- iv. While Bunker Hill was technically a _____ for the colonists, it proved to many that the colonists could fight _____ and would _____.

3. The Declaration of Independence

- i. In late 1775, after months of fighting, 1/3 of colonists were still unsure whether or not they should _____.
- ii. It wasn't until January of 1776, after _____ published a fiery pamphlet titled _____ until colonists were convinced that " _____ " from England
 1. *Common Sense* sold _____ copies in _____ months
 2. *Common Sense* convinced many colonists that:
 - a. Since colonists could not _____ to England's Parliament, England did not have the right _____ the 13 colonies.
 - b. If England had helped the colonies, it was only for its own _____
 - c. The idea of having a king/queen was _____
 - d. No colonist owed _____ to a king/queen
 3. *Common Sense* convinced many of the 1/3 undecided colonists that it was time to _____.
- iii. In June of 1776, the 2nd Continental Congress appointed a committee to write a document declaring the 13 colonies independence from England.
 1. The committee included _____, _____, _____, Robert Livingston and Roger Sherman
 2. The committee asked _____ to write the declaration.
- iv. July _____ 1776, the 2nd Continental Congress voted to declare that the 13 Colonies were a free and independent nation.
- v. On the evening of July _____ 1776, the 2nd Continental Congress officially adopted Jefferson's Declaration of Independence
 1. President of the 2nd Continental Congress, _____, signed first.
 2. Copies of the Declaration were printed and distributed _____.

vi. Format of the Declaration of Independence.

1. 4 Parts

- a. _____
 - i. _____
- b. _____
 - i. _____ people have natural rights
 - ii. Given at _____
 - iii. Given by _____, NOT the king of England
 - iv. Natural rights include, but are not limited to the right to _____, _____ and the pursuit of _____.
- c. _____
 - i. Outlines a list of wrongdoings committed by _____
 - ii. Outlines the ways King George III violated the colonists _____
 - 1. Taxation without _____, _____ Act, etc...
- d. _____
 - i. The conclusion of the Declaration stated that since the colonists have _____ that were given to them by God, and Britain and the King of England violated their natural rights, they have the right to break away from England and become a _____.

4. Battles of _____ and _____

- i. After Ticonderoga & Boston the Continental Army suffered a string of defeats that left the fate of the revolution in _____
- ii. Washington needed a victory to raise _____
- iii. On _____ Washington decided to launch a sneak attack on the _____ troops guarding the town of Trenton
 - 1. At _____ Washington & his army crossed the _____ from Pa into NJ.

2. At 8am Christmas _____ Washington's army caught the Hessians off guard & a short battle ensued.
 - a. By 9am _____ Hessians were dead and over _____ captured
 - b. Washington also defeated a smaller British force at _____ soon after
- iv. The Battles of Trenton & Princeton gave Americans _____ that the revolution might succeed

5. Battle of Saratoga

- i. The Continental Army was in desperate need of _____ and _____.
- ii. European countries were _____ to help the Continental army because they _____.
- iii. At the battle of _____ the Continental Army beat British forces under the command of General John Burgoyne.
- iv. The battle of Saratoga was a _____ in the war. It gave European countries _____ that the Continental Army could beat the British in a major battle.
 1. France became _____ with the United States
 - a. France donated _____, _____, troops and the use of its _____.

6. Winter at Valley Forge

- i. During the winter of 1777-78, the Continental Army had to make a makeshift camp outside of _____.
- ii. The conditions at Valley Forge were _____.
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 - a. Volunteers from around the colonies arrived to help.

- i. Ex: the _____
- iii. Arrival of supplies, better weather and help from Europe brought relief.
 - 1. _____
 - a. From _____
 - b. Taught the army to _____
- iv. Effects of the Winter at Valley Forge
 - 1. Brought the army _____
 - 2. The army would emerge stronger and more _____ than before

The End of the Revolutionary War

- A. The Battle of _____
 - a. British General _____ was ordered to march to New York
 - b. Instead he marched to _____, _____.
 - i. Yorktown is on a _____
 - ii. Cornwallis was hoping the British navy could _____ his troops from the sea
 - c. Washington _____ Cornwallis on the peninsula
 - i. The _____ blocked the British from escaping by sea
 - ii. Washington laid siege to Yorktown for _____.
 - iii. On October 19, 1781, Cornwallis _____ to Washington
 - iv. This marked the _____ in the Revolutionary War
- B. The _____, _____
 - a. Both England and the United States sent delegates to _____ to draw up a peace treaty.
 - i. Among others, the U.S. sent _____ and _____
 - ii. An agreement was reached and the treaty was ratified on _____
 - iii. The Treaty of Paris accomplished the following:
 - 1. England had to recognize the U.S. as an _____

2. Set the U.S. borders at the _____ (East),
the _____ (West), the _____ (North)
and _____ (South).

Effects of the American Revolution

- A. The World _____
- a. The _____
 - b. _____
 - i. England would never _____ air of invincibility
 - c. The Revolution would serve as an _____ to others all
around the world
 - i. Ex: The _____
 - d. The world was watching to see if a democracy such as ours could
really work...

Resources

Eliza Lucas Pinckney

Colonial Planter, Patriot Mother

While running her family's plantation in South Carolina, Eliza Lucas Pinckney (1722–1793) became the first American to raise crops of indigo. Her success in the 1740s helped the colony to prosper for the following 30 years.

Eliza Lucas Pinckney was a successful businesswoman, botanist, and mother. She grew up during the colonial era, lived through the Revolution, and died in the early days of the Republic. Throughout her life, Pinckney kept copies of personal letters and business receipts. These documents have given historians important information about the agricultural system of the colonies and the lives of eighteenth-century planters. Each letter also reveals the life of an extraordinary woman.

Family and Education Eliza Lucas was born in Antigua, an island in the West Indies. Her father, George Lucas, was an officer in the British army. His career required that the family move often. As a young girl, Eliza attended a school in London, where she studied music, French, and literature.

In addition to these subjects, Eliza also took an interest in agriculture. "I was very early fond of the vegetable world," she wrote, "(and) my father was pleased with it and encouraged it." By the time she was a teenager, Eliza was a well-traveled and sophisticated young lady.

In 1738, when Eliza was 15, the Lucas family moved from Antigua to Wappoo Creek, South Carolina. The town was six miles up the Ashley River from Charles Town. Eliza's father had inherited a 600-acre plantation and a house that had been in the family since 1713. He also inherited "20 able bodied slaves" and two larger plantations nearby. One of the plantations produced pitch, tar, and salt-pork. The other plantation had 3,000 acres of rice paddies, or fields.

South Carolina was probably a safer place to raise a family than Antigua. In the West Indies, disease and war with Spain remained constant

threats. Sadly, Eliza Lucas's parents would not long remain in South Carolina. Her mother died shortly after arriving at Wappoo Creek. And her father was called back to duty when war was declared on Spain in 1739. With no parents at home, 16-year-old Lucas took charge of caring for the three plantations and raising her sister Polly. She took on her new responsibilities cheerfully.

A VOICE FROM THE PAST

I have the business of 3 plantations to transact, [which] requires much writing and more business and fatigue of other sorts than you can imagine. But least you should imagine it is too burthensome to a girl at my early time of life, give mee leave to assure you I think myself happy that I can be useful.

ELIZA LUCAS PINCKNEY, quoted in
Women of Colonial and Revolutionary Times

Agricultural Success Lucas enjoyed plantation life. She used the grapes grown on her family's land to make wine. She planted fig trees, and also started a grove of oak trees. She hoped that the trees would provide planks for ships someday. When winter came, Lucas wove nets used to catch shrimp, and she made lace by hand.

By the 1730s, the growth of the English textile industry had created a market for dyes. Lucas's father decided his daughter should take advantage of this opportunity. In 1739, he sent her a small packet of indigo seeds from the West Indies. The indigo plant produced leaves that could be used to make a rich blue dye. English textile manufacturers would buy the dye to color their fabrics.

American colonists had tried to grow indigo before, but they were not successful. Lucas decided to try again. For the next few years, she

Name: _____ Section: _____

The Battle of Saratoga & The Winter at Valley Forge

1. The Battle of Trenton & Princeton were turning points in the Revolution because they raised morale and gave Americans new hope. The Battle of Saratoga was also a turning point. Why was Saratoga so important to the American army?
2. Who did the Continental Congress send to convince the French to aid the Americans?
3. What did the Battle of Saratoga convince the French that the Americans could do?
4. What kinds of aid did the French give the Americans?
5. How did Spain & the Netherlands aid the Americans?
6. During the cold winter of 1777-1778, where did the Continental Army make its camp?
7. What were 3 hardships faced by the Continental Army during the winter at Valley Forge?
 - 1.
 - 2.
 - 3.
8. Name several ways Patriots helped the Continental Army make it through the brutal winter at Valley Forge.
 - 1.
 - 2.
 - 3.
9. During the winter at Valley Forge, who taught Washington's troops to march, drill and fight like a disciplined European Army? Where was he from?

Reading 12 Winter at Valley Forge

The courage of the Continental Army was severely tested during the winter of 1777-1778. Shortages of food, clothing, and blankets made life for most soldiers difficult. The ordeal weakened and discouraged even the best trained troops. Many deserted or simply went home when their enlistments expired.

Albigence Waldo served with Washington's army that winter at the encampment at Valley Forge, Pennsylvania. Waldo recorded his feelings that winter in his diary. His thoughts were shared by most of the army. An excerpt from Waldo's war diary appears here.

Dec. 14th. [1771]—[British] Prisoners & Deserters are continually coming in. The Army who have been surprisingly healthy hitherto—now begin to grow sickly from the continued fatigues they have suffered this Campaign. Yet they still show spirit of [courage] & Contentment not to be expected from so young Troops. I am Sick—discontented—and out of humor. Poor food—hard lodging—Cold Weather—fatigue—Nasty Cloaths—nasty Cookery— . . . I can't Endure it—Why are we sent here to starve and freeze—What sweet [happiness] have I left at home;—A charming Wife—pretty Children—Good Beds—good food—good Cookery—all agreeable—all harmonious. Here, all Confusion—smoke Cold—hunger & filthiness—A pox on my bad luck. Here comes a bowl of beef soup—full of burnt leaves and dirt, sickish enough to make a hector spue,—away with it Boys—I'll live like the Chameleon upon Air. Poh! Poh! crys Patience within me—you talk like a fool. Your being sick Covers your mind with a Melanchollic Gloom, which makes every thing about you appear gloomy. See the poor Soldier, when in health—with what chearfullness he meets his foes and encounters every hardship—if barefoot—he labours thro' the Mud & Cold with a Song in his mouth extolling War & Washington—if his food be bad—he eats it notwithstanding with seeming content—blesses God for a good Stomach—and [whistles] it into digestion. But harkee Patience—a moment—There comes a Soldier—His bare feet are seen thro' his worn out Shoes—his legs nearly naked from the tatter'd remains of an only pair of stockings—his Breeches not sufficient to cover his Nakedness—his Shirt hanging in Strings—his hair dishevell'ed—his face meagre—his whole appearance pictures a person forsaken & discouraged. He comes, and crys with an air of wretchedness & despair—I am Sick—my feet lame—my legs are sore—my body cover'd with this tormenting Itch—my Cloaths are worn out—my Constitution is broken—my former Activity is exhausted by fatigue—hunger & Cold—I fail fast I shall soon be no more! and all the reward I shall get will be—"Poor Will is dead."

People who live at home in Luxury and Ease, quietly possessing their habitations, Enjoying their Wives & families in peace—have but a very faint Idea of the unpleasing sensations, and continual Anxiety the Man endured who is in a Camp, and is the husband & parent of an agreeable family. These same People are willing we should suffer every thing for their Benefit & advantage—and yet are the first to Condemn us for not doing more!!

From "Diary Kept at Valley Forge by Albigence Waldo, Surgeon in the Continental Army. 1777-1778," *The Historical Magazine*, May 1861, pp. 131-132. Original spelling included.

DRILL MASTER STEUBEN

Frederick William Augustus Henry Ferdinand, Baron von Steuben shook off sleep at three in the morning, read for a spell with a pipeful of tobacco, then was ready for his day after a hot cup of coffee. There was much to do, for the American camp at Valley Forge had known only the variety of haphazard drills from the scattered militia training grounds.

By six in the morning, Steuben was putting squads of ten to twelve soldiers through their paces. Once these smaller units had mastered Steuben's simplified manual of arms and field maneuvers, the restless, bombastic newcomer moved on to a platoon, to a company, and then to the regiments, until the entire army moved as one under unified commands.

When exasperation replaced patience, the stout, balding and rather large-nosed German exploded in a tirade of swearing in his native tongue, then in French, then in a tumble of both. Running out of choice epithets, he would call to an aide to come and swear for him in English. As one onlooker reported, "a good-natured smile went through the ranks and at last the maneuver was properly performed."

Meanwhile, fellow officers looked on in amazement, unaware that they were witnessing a revolution within a revolution. There was a Lieutenant General, personally working with the rank and file, showing an obvious concern and deep regard for the men while maintaining strict discipline. The officers became less aloof, and the morale of the ragged, underfed, and underpaid troops rose to a new high.

The officers were not forgotten. After drilling the soldiers until six in the evening, Steuben held special classes on maneuvering and commands for the adjutants. Once he invited a number of young officers to a sumptuous camp banquet of tough beefsteaks, potatoes, and a dessert of hickory nuts. None were to be admitted with a whole pair of breeches, and no one failed to qualify.

Steuben's infectious enthusiasm for precision movements gave the Continental Army a new measure of confidence. With backs stiffened by discipline and respect for authority, the rejuvenated rebels were ready to meet the British on equal terms.



Redcoats vs. Rebels

By Rhythm, Rhyme, Results

Lyrics

Chorus

Redcoats versus rebels
In churches and meadows the battles raged like wildfire
Nobody fire till you see the whites of their eyes
It was a fight to survive starting 1775
(x2)

Verse I

Let's take a look at how this war began
A war for independence in a foreign land
We were 13 colonies back then my friend
America was little more than just an idea in the minds of many
The signs were plenty
Independence in the air and the time was ready
They threw tea in the harbor, the climb was steady
Increasing towards a conflict between the King and the people
Who didn't feel equal
No representation to speak through
This is when things came to a peak
No king came to speak and the taxes kept coming
Redcoats kept shooting, people kept running steadily
The Boston massacre was March 5, 1770
A date for you to remember
Five years later it was war in Lexington Center
The king's men never saw Paul Revere enter

Verse II

April 18, 1775
The British planned to steal Rebel supplies
From Lexington and Concord
Leave the colonies conquered
But Paul Revere got word and told all of his soldiers
So it was war now; when the redcoats arrived
There were 77 rebels there waiting to die for their freedom
They vanquished the king's men
Turned them back to Boston with a spanking in the blink of an eye
Nobody fired till they saw it
Moved accordingly in Bunker Hill
The colonies lost but never forfeited
George Washington, the general, had tricks up his sleeve
And pulled them out two days after Christmas Eve
In Delaware the redcoats no telling where he was
on the River; He won the battle of Trenton
The year was 1776
In 1777 they raised the stakes...

Verse III

The British won in Germantown, the colonies in Saratoga
They formed alliances with France and Spain
And camped out at Valley Forge in the winter 1777
By no means this war was over
September the destiny of the colonies was coming together
When the French defeated the British at the battle of Chesapeake
October 19, 1781
Was when the war was won
General Cornwallis surrendered at Yorktown
Underneath the Virginia sun
The British left and independence belonged to the colonies
That's why I'm here to write this song, too
April 15, 1783 the Second Treaty of Paris
Was formed to oversee how America would be created overseas
From south of Canada to north of Florida
They declared this land America

Questions

1. What events mentioned in verse I did we discuss in class?
2. In verse I, what two events are listed out of order?
3. Who is the king that is referred to in verse I?
4. What events mentioned in verse II did we discuss in class?
5. Who did Washington defeat at Trenton?
6. What battle did Washington win just a few days after Trenton?
7. What events mentioned in verse III did we discuss in class?
8. What geographical feature is Yorktown located on?